Lesson Plan Title: Yupik Story knives (Multicultural)
Grade Level: 3rd and 4th
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Objectives:

1. (Domain 1: Artistic perception) Children will learn how to describe and analyze the elements of art in texture, shape, color, line, and form. (Standard 1.5 for 3rd and 4th grade)
2. (Domain 2: Creative Expression) Children will learn how to create art based on daily life (Standard 2.4 for 3rd grade). Children will also learn how to write a story in picture form.
3. (Domain 3: Historical and Cultural Context of the Visual Arts) Children will learn the value of Alaskan story tellers and learn how to describe art from different places around the world. (Standard 3.1 & 3.2 for 3rd grade). Children will also learn how to express daily life in a picture story format on their artwork. (Standard 3.1 & 3.2 for 4th grade)
4. (Domain 4: Aesthetic Valuing) Children will learn how to identify how a person’s own culture can influence individuals’ response to art and purpose behind any particular piece, as well as their own by discussing their own piece while using appropriate vocabulary. (Standard 3.1 for 4th grade)
5. (Domain 5: Connections, Relationships, and Application) Children will be able to connect this art project to a history class, literature or a social studies class.
Students Materials:

1. Large Popsicle Stick
2. Assorted markers and/or color pencils
3. 3x5 note card for their name, and name of story, and description of story
4. 8 ½ x 11 scratch paper
5. Pencils

Teacher Materials:

1. Power point presentation on storytelling/ oral tradition, daily life art, the history of the story knife, and instruction for the project.
2. Example of a story knife already done

Vocabulary:

1. Story knife
2. Yarruin- Story knife in Yupik
3. Alaska
4. Yupik- tribe of Alaska
5. Marty Hintz- Yupik artist
6. Oral tradition
7. Daily life art

Procedures:

1. Introduction: Show PowerPoint presentation to students and story knife background information. Also show examples of some popsicle stick (storyknife).
2. Brainstorm and/or sketch a story or picture that relates to ones daily life to draw on their story popsicle.
3. Paint the popsicle stick if desired
4. Draw story onto story popsicle stick and your put name and date on it.
5. On a note card put your name, date, name of project, and a description of your story.
6. Closure: Have a class discussion in which children talk about their story and what influenced them to write that particular story using appropriate art vocabulary.

Visual Procedures:

<table>
<thead>
<tr>
<th>Brainstorm</th>
<th>Cut Out</th>
<th>Draw</th>
<th>Note card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Step 2</td>
<td>Step 3</td>
<td>Step 4</td>
</tr>
</tbody>
</table>

Assessments:

How well students followed directions in making the knife, in providing a story which is influenced by their culture or daily life and completion.
Suggestions and/or Comments:

The knife is made out of wood but other medias may be used depending on budget such as mat board.

This project may be added to a literature unit in which students learn about oral tradition, Alaskan history, and art education as used here.

Depending on the maturity of the students you may use a story knife or a story (popsicle) stick.

Artistic Development: 3rd and 4th Grade:

In 3rd and 4th grade children are between stage 2 and 3 because they are between 7 and 10 years of age. Stage 2, called making symbols, includes children from 4 to 8 years old. In this stage 7 to 10 year olds continue to use geometric shapes for body parts and they tend to omit body parts and exaggerate body parts that are physically or emotionally important. Also children work largely from their memory rather than observation and their items have little or no overlapping with a simple baseline. Stage 3, known as the realism stage, begins at age 8 and ends at 12 years of age. At this time children pay more attention to body proportions, actions of figures, and details in clothing. They also observe the environment more closely, so we see a gradual disappearance of the baseline and the emergence of the horizon and depth through diminishing sizes and overlapping. Finally, they use more realistic colors and grow more critical of their own work.

Historical Background:

Cave paintings

The expression of cave paintings usually refers to drawings, stencil art, painting on the walls and ceilings of prehistoric caves of images present in the artist’s daily life.

Daily life drawings in Egypt

The wall and pillar drawings are perhaps the best known. In these drawings, it can be seen that people are going about the everyday business of baking, fishing, boating, marketing, and meeting together in family groups. Pictures of food, clothing, servants, and slaves could be used by the deceased just as the real things were used by the person when living.

Yupik Story Knife

Yaaruilta stories are told by children of all ages in Yupik-speaking Eskimo villages in Alaska. These stories are illustrated by figures sketched in mud with a ceremonial knife. The sustained involvement and effort of the children engaged in Yaaruilta may aid cognitive development by encouraging the learning of culturally related geometrical abstraction. It is essential to document oral activities such as Yaaruilta before Eskimo languages are replaced by Western languages. The child draws the symbols with the knife while simultaneously telling the story. In this way, Yaaruilta is similar to allowing a child to use a puppet while practicing language skills.
“Dad, please make us storyknives”, is what my sisters and I would say after we arrived to our family’s summer fishcamp. He carved our Yaaruin from driftwood we found around camp. The four of us girls and our little brother would squat in a circle with our new storyknife and smooth the dirt and story tell. We illustrated our story with the sharp end of our storyknife. As the story continued we smoothed the dirt with the flat side and drew a picture, as if turning the page of a picture book.” - Marty Hintz

**Oral tradition**

Oral tradition is important in all societies, despite the reliance of some cultures on written records and accounts. These traditions account for the ways things are and often the way they should be, and assist people in educating the young and teaching important lessons about the past and about life.

Oral traditions can be categorized into different types, including legends, myths, folktales, and memorates.

**Work Cited:**


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